



Solano Community College

Academic Senate

BASIC SKILLS COMMITTEE

Agenda

Friday 9/22/17, 12:00-1:30pm, Room 135

Voting Members: Josh Scott (Basic Skills Coordinator), Tracy Schneider (English Basic Skills Coordinator), Barbara Villatoro (Math Basic Skills Coordinator), Candace Roe (DSP), Jose Cortes (ESL), George Olgin (ASTC), and Dwayne Hunt (Administration).

Advisory Members/Guests: Rebecca LaCount, Melissa Reeve, Cynthia Simon, Genele Rhoads, Isabel Anderson, Michael Wyly, Neil Glines, Nicholas Cittadino, Sarah McKinnon, Shirley Lewis, Terri Pearson, Claudia Tenty, Pei-Lin Van't Hul, Peter Cammish, Rischa Slade, Dawn Carpenter, Carlene Coury, Gale Anderson, Renee Nichole Hamlin, Robert Payawal, and Claudia Tenty.

1. **Call to order** – Joshua Scott, Chair
 - a. As a special experiment we will sit in rows rather than our conventional “U” formation.
2. **Comments from the public.**
 - a. None.
3. **Approval of 9/8 minutes.** Melissa Reeve.
 - a. Unanimously approved.
4. **Fall Calendar.** This year we are discussing an evolving relationship with SESC and our committee’s mission. Here is the tentative plan for the next few months. If you would like to help facilitate or coordinate a specific meeting, please let Josh know:
 - a. **October 13th.** Focus on the ASTC. George Olgin, Josh Scott, and others—let me know if you are interested in facilitating or planning this meeting.
 - b. **October 27th.** Solano College will be hosting the ASCCC’s regional Equity and Diversity Action Committee (EDAC) on Friday, October 27th.
 - i. Note: No BSI meeting on this date, as we are hoping members of our committee will attend and participate in the ASCCC event.
 - c. **November 3rd.** Prison program. Sarah McKinnon, Andrew Wesley, Josh Scott, and others—let Josh know if you are interested in facilitating or planning this meeting.
5. **Student Success and Equity Council update**—Dwayne Hunt and Josh Scott
 - a. The committee received 12 proposals for SSEIP funds. They will meet today to review and select proposals to send forward.

- b. Next meeting will return to the conversation of defining the structure and purpose of SESC. For the time being, the group is considered a “work group” and not a committee.
 - c. The purpose of the SESC remains: to vet Student Success initiatives, and to integrate them with College planning
 - d. SESC members have committed to 2-year terms, creating stability that will allow follow-through and assessment of initiatives
 - e. Dwayne is the sole chair in the “work group” model, but the Academic Senate is still pushing for a Co-Chaired Committee model
 - f. Today’s meeting will enlist members to write the SSEIP integrated plan, rolling in the selected initiatives. That plan then goes forward to Senate for review. The integrated planning will, over time, support new initiatives but also will include letting go of projects that don’t yield the desired outcomes.
 - g. Peter asked: How much money is there? Josh asked: Will that figure be made available to the work group? Dwayne replied that as soon as he has a clear answer he will share it.
 - h. Neil commented that in the past, the SSSP and Equity plans have not been made transparent and no one has known how the money has been spent for the last few years. Dwayne replied that he understood there had been a lot of confusion in the past about how different initiatives were approved and where funds came from. The SSEIP process will now be the sole process. However, the SESC work group does not control funds; that’s administrative purview. But the budgets that are developed for the use of those funds will be made transparent.
 - i. Josh stated that some of those funds have been used to subsidize management salaries, and wondered whether that kind of information will be visible in future SSEIP budgets. Dwayne said yes, that should be possible to make visible.
 - j. Peter pointed out that another problem has been that we haven’t spent the money at all, and then retroactively use it to pay for any qualifying expenses rather than for new initiatives it’s intended for.
1. **Plan for Half Day Counseling/Assessment/Basic Skills Retreat.** We are slotted to hold another half-day retreat on October 10th, from 9:30-1:30.
- A. Dwayne is looking into whether funds are available to provide lunch to participants.
 - B. Josh shared an email from Sarah Britto indicating that students are still being sent to Assessment by Counseling. Counseling apparently won’t schedule a conference with a student who hasn’t tested, despite the availability of the HS transcript data that is now supposed to be the primary method of placing students.
 - i. Candace was at a recent meeting with SCOE counselors, who indicated they are getting very mixed messages about whether students have to take assessment or not.
 - ii. Jack: why wouldn’t students have HS transcript data available? Josh: Only about 60% are self-reporting that data. The HS data should be used whenever it’s available since it’s known to be more reliable. Students can challenge the placement based on HS data by taking the Accuplacer test, but for most that won’t improve their placement.
 - iii. Some students don’t have HS data available, and others may not self-report since it is voluntary and they may not understand why we’re asking for it.
 - iv. Everyone present agreed this should be a topic for the 10/10 retreat.

Agenda for the 10/10 session

- a. Part 1: Information:
 - i. Understanding services & placement process—getting on the same page.
Understanding placement, MM, especially in math
 - ii. Understanding English/math/ESL sequences -- handout
 - iii. Wrap around services, DACA, being an ally of students, etc.
- b. Part 2: understanding our students' perspective
 - i. Student affect (e.g. how to reframe students' journeys more fairly and positively)
 - ii. Put ourselves back in our students' perspectives
- c. Part 3: understanding our role in shaping our students' perspectives and SCC experience
 - i. Beliefs about knowledge and its hierarchical nature, when in fact different realms of knowledge are often parallel
 1. Just in time vs. pre-remediation
 - ii. Moving away from deficit model (owning our complicity in this)
- d. Part 4: Specific strategies and initiatives that can help us change both our perspectives and our students' perspectives regarding their ability and potential and the environment we're creating.
 - i. Student panel
 - ii. Videos
 - iii. Class-type activities
 1. Speed dating
 2. Group discussions and reports
 3. Gallery walks

Group discussion resulted in the following suggestions for the FlexCal retreat:

- A. The most important item is "A," and nothing else at this point. We need to get key players in the room including deans of OAR and Counseling, with the goal to hammer out a process document that everyone can follow: OAR, counselors, and students. Everyone needs to buy into the process and agree to it. Getting everyone in the process of developing the process improved buy-in. Design a consensus-reaching activity.
- B. Case studies of students: have the people in the room say where they would place those students, so we can see where the holes are in current process.
 - a. Perhaps have this as the kickoff activity. Give the same student scenario to a counselor and to an OAR person to see whether the results are consistent.
 - b. In advance of the meeting, create 3 scenarios that are likely to be problematic, and run them through the actual offices to see what happens. Write up the results to use as case studies. Present these vignettes anonymously in the retreat.
 - i. Problematic students: a veteran, and immigrant/ESL student, a math-phobic student, a student-athlete
- C. Engage in a conversation, identify principles
- D. Create a document to guide implementation of MMAP in Counseling.
 - a. Developing an agenda with a clear focus / targeted invitation will limit attendance to a dedicated working group. The FlexCal agenda is thick; we may do better with a targeted, product-driven agenda targeting a smaller group rather than the more general activities we have run in the past.

- b. Counselors often feel BS Committee makes decisions / policies without including them; this is their opportunity to help craft the process
 - c. Necessary to do more than “just talk” at this point: we need to produce something that can be put to use.
- E. Activities to develop a guiding philosophy of who our student are; this should drive the creation of the process.
 - a. Student Panel with diverse students with challenging groups: questions about what their experiences were getting through the gate. The group decided the best way to get honest student testimonials would be to pre-record interviews with students, and listen to them during the Flex activity.
- F. Sub-committee has already been identified & will take the planning from here.

- 6. Discussion of upcoming EDAC meeting at SCC on October 27th.** Michael Wyly
 - a. Michael indicated that members of the committee could present sessions, attend, or serve as room hosts.

- 7. Integrated Plan Proposal: First Year Experience.** Melissa Reeve will lead a discussion of where we are and what is needed with the FYE/Pathways proposal and timeline.
 - a. There wasn't time for this item.

- 8. Adjourn.**